



## **RNSG 1030B Maternal Child Nursing**

### **COURSE SYLLABUS Spring Semester 2022**

DUE TO COVID 19, this syllabus is subject to change. If changes are made, you will be notified as soon as possible.

#### **COURSE INFORMATION**

Credit Hours/Minutes: 6/7500

Didactic: 4 (3000 minutes)

Clinical: 2 (4500 minutes)

Campus/Class Location: Swainsboro Campus/Building 8 Room 8136; please be aware that due to COVID, the backup plan for class location is via Georgia Virtual Technical College Connection (GVTC)/Blackboard Collaborate.

Class Meets: On Tuesdays beginning 1/11-3/1 from 9:00 am-6:00 pm; excluding one hour for lunch.

Please note that testing is planned to be held on campus; however, online testing via Respondus may occur. You will be given appropriate notice if any changes are made.

Clinical: Clinical hours will vary

Course Reference Number (CRN):40249

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Ginny Ennis, Master of Science in Nursing (MSN), Registered Nurse (RN), Lead Instructor for pediatric portion of class

(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8119

Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm by appointment.

Email Address: Ginny Ennis ([gennis@southeasterntech.edu](mailto:gennis@southeasterntech.edu))

Phone: 478-289-2333

Fax Number: 478-289-2336

Tutoring Hours: please schedule an appointment

Preferred Method of Contact: EMAIL

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), Registered Nurse (RN), Lead Instructor for maternity/newborn portion of class

(Another ASN instructor may fill in and teach at any time)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8121

Office Hours: Mondays from 9:00 am-11:00 am & 1:00 pm-4:00 pm by appointment

Email: Beth Hendrix ([bhendrix@southeasterntech.edu](mailto:bhendrix@southeasterntech.edu))

Phone: 478-289-2284

Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment via email  
Preferred Method of Contact: EMAIL

*All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.*

### **SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf) (<https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf>).

### **REQUIRED TEXT**

1. Durham, R. & Chapman, L. (2019). *Maternal-newborn nursing* (3rd ed.). FA. Davis.
2. Rudd, K. & Kocisko, D. (2019). *Pediatric nursing* (2nd ed.). FA. Davis.
3. Doenges, M., Moorhouse, M., & Murr, A. (2019). *Nursing care plans: Guidelines for individualizing client care across the life span* (10th ed.). F. A. Davis.
4. Assessment Technologies Institute (ATI) Virtual Simulation and testing services

### **REQUIRED SUPPLIES & SOFTWARE:**

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones for ATI skills assignments, folder with pockets, calculator, and clinical supplies

**Students should not share login credentials with others and should change passwords periodically to maintain security.**

Laptop computers are REQUIRED with the following suggested specification:

- Processor i5 or i7
- Memory 8GB or higher
- Hard drive 250GB or larger
- Get a DVD Drive either internal or external
- Webcam with microphone is required
- ATI Internet Requirements: A minimum internet speed of 5 Mbps is required (10 Mbps or more is recommended). Test your internet speed using [www.speedtest.net](http://www.speedtest.net)

### **COURSE DESCRIPTION**

This course provides an integrative, family-centered approach to the care of women, newborns, and children. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in clients. Management and planning of the nursing process will include concepts from a variety of culturally diverse settings and nursing in the community and acute care setting. The role of the nurse as a provider will include: client-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to women, newborns, and children in selected settings.

## MAJOR COURSE OUTCOMES

Upon completion of the course, the student will be able to:

1. Perform a focused health assessment of women, newborns, and children that identifies deviations from normal, as well as health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of women, newborns, and children while making recommendations for the adoption of health-promoting behaviors.
3. Demonstrate clinical judgment when managing the care of women, newborns and children.
4. Identify knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for women, newborns, and children.
5. Relate evidence-based knowledge into the management of care provided to women, newborns, and children.
6. Evaluate the efficacy of health-related education that has been provided to women, newborns, and children.

## PREREQUISITE(S)

Program admission, RNSG 1018B, RNSG 1019B

## COREQUISITE(S)

None

## CONTENT/UNIT OUTCOMES

### Trends in Maternal Health Care

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss the effect of current trends on maternal health care.	Cognitive	Understanding
2. Discuss the role of the nurse in women's/maternal health care.	Cognitive	Understanding
3. Describe the role of the family during the perinatal experience.	Cognitive	Understanding

### Legal/Ethical Issues

Unit Outcomes	Learning Domain	Level of Learning
1. Identify current legal/ethical issues in reproductive health care.	Cognitive	Remembering

### Reproductive Health Care

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss advantages and disadvantages of contraception.	Cognitive	Understanding
2. Discuss the pathophysiology, clinical manifestations, medical management and nursing care of clients who have common STIs.	Cognitive	Understanding
3. Identify the diseases known as TORCH infections.	Cognitive	Remembering
4. Describe the implications TORCH infections may have on the mother and fetus/infant during the perinatal experience.	Cognitive	Understanding
5. Describe the potential effects of Group B streptococcus on the mother and fetus/infant.	Cognitive	Understanding
6. Discuss the medical and nursing management of mothers/babies affected with TORCH (toxoplasmosis, hepatitis B, rubella, cytomegalovirus, and herpes	Cognitive	Understanding

Unit Outcomes	Learning Domain	Level of Learning
simplex) infections or Group B streptococcus.		

#### Alteration in Reproduction – Maternal

Unit Outcomes	Learning Domain	Level of Learning
1. Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in reproduction.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition variations when helping to plan care for women who have an alteration in reproduction.	Cognitive	Understanding
3. Identify priority actions for women who have an alteration in reproduction.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in reproduction.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in reproduction.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to women who have an alteration in reproduction.	Cognitive	Understanding
7. Identify health care education and safety needs for women who have an alteration in reproduction.	Cognitive	Remembering

#### Antepartum Care

Unit Outcomes	Learning Domain	Level of Learning
1. Discuss the components in the physical and psychosocial assessment of the pregnant woman.	Cognitive	Understanding
2. Describe physiological changes that occur in the pregnant woman during the normal antepartum period.	Cognitive	Understanding
3. Discuss nutritional needs of the pregnant woman and the effects of poor nutrition on the mother and baby.	Cognitive	Understanding
4. Describe common diagnostic procedures/tests that may be used during the antepartum experience.	Cognitive	Understanding
5. Identify commonly prescribed and over-the-counter medications used during the antepartum period.	Cognitive	Remembering
6. Discuss the effects of medications used during the antepartum period and their nursing implications.	Cognitive	Understanding
7. Describe health education needs of the pregnant woman during the antepartum period.	Cognitive	Understanding
8. Describe common complications of pregnancy identified during the antepartum experience and appropriate nursing interventions.	Cognitive	Understanding
<b>Demonstration/Discussion/Skill Performance:</b> a. Calculation of delivery date b. Auscultation of fetal heart rate c. Assessment of fundal height	Psychomotor	Guided Response

#### Intrapartum Care

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Describe the four stages of labor.	Cognitive	Understanding
2. Describe the nursing assessment components for each stage of labor.	Cognitive	Understanding
3. Discuss the nursing interventions for each stage of labor.	Cognitive	Understanding
4. Discuss fluid and nutritional needs during active labor.	Cognitive	Understanding
5. Differentiate between internal and external fetal monitoring during active labor.	Cognitive	Analyzing
6. Discuss fetal monitoring during active labor.	Cognitive	Understanding
7. Discuss the use of common medications during labor, their actions, potential side effects, and related nursing interventions.	Cognitive	Understanding
8. Discuss common methods of anesthesia used during labor, side effects, and related nursing interventions.	Cognitive	Understanding
9. Discuss the potential use of imagery and hypnosis during labor.	Cognitive	Understanding
10. Discuss potential complications of labor and delivery and appropriate nursing interventions.	Cognitive	Understanding
11. Describe nursing interventions in the care of a client following a Cesarean Section.	Cognitive	Understanding
12. Discuss the nurse's role in providing comfort and support to family during the intrapartum experience.	Cognitive	Understanding
<b><u>Demonstration/Discussion/Skill Performance:</u></b> a. Monitor fetal heart rate b. Monitor uterine contractions	Psychomotor	Guided Response

### **Postpartum Care**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Describe the physiological changes that occur with the postpartum client.	Cognitive	Understanding
2. Describe the nursing assessment components and interventions appropriate for the care of the postpartum client.	Cognitive	Remembering
3. Discuss the use of medications commonly used by the postpartum client, their actions, potential side effects, and related nursing interventions.	Cognitive	Understanding
4. Identify complications that may occur during the postpartum experience.	Cognitive	Remembering
5. Discuss appropriate nursing interventions while caring for clients experiencing complications.	Cognitive	Understanding
6. Describe the role of the nurse in promoting the bonding experience between mother and baby.	Cognitive	Understanding
7. Discuss health education needs of the mother and family, as well as the role of the nurse in providing the teaching.	Cognitive	Understanding
<b><u>Demonstration/Discussion/Skill Performance:</u></b> a. Perform maternal and newborn assessment b. Teach how to give a baby bath c. Teach breast feeding techniques d. Teach umbilical cord and circumcision care e. Perform discharge teaching	Psychomotor	Guided Response

### **Alteration in Cardiac Output and Tissue Perfusion – Maternal**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition when helping to plan care for women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
3. Identify priority actions for women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
7. Identify health care education and safety needs for women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering

#### **Alteration in Regulation and Metabolism - Maternal**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in regulation and metabolism.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition when helping to plan care for women who have an alteration in regulation and metabolism.	Cognitive	Understanding
3. Identify priority actions for women who that have an alteration in regulation and metabolism.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in regulation and metabolism.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to women who have an alteration in regulation and metabolism.	Cognitive	Understanding
7. Identify health care education and safety needs for women who have an alteration in regulation and metabolism.	Cognitive	Remembering

#### **Alteration in Ingestion, Digestion, Absorption, and Elimination – Maternal**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition	Cognitive	Understanding

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
when helping to plan care for women who have an alteration in ingestion, digestion, absorption, and elimination.		
3. Identify priority actions for women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
7. Identify health care education and safety needs for women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering

### **Newborn Care**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Describe the physiological needs of the normal newborn.	Cognitive	Understanding
2. Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.	Cognitive	Understanding
3. Describe physical criteria for determining gestational age.	Cognitive	Understanding
4. Describe common diagnostic tests used for newborns including the purpose of the tests and nursing implications.	Cognitive	Understanding
5. Discuss care of the normal newborn.	Cognitive	Understanding
6. Discuss nutritional needs of the newborn.	Cognitive	Understanding
7. Explain advantages of breast feeding versus bottle feeding.	Cognitive	Understanding
8. Describe characteristics of preterm, post-term, and low birth weight infants.	Cognitive	Understanding
9. Describe the role of the nurse in providing support to parents of preterm or low birth weight infants, as well as term infants who may be in special care nurseries.	Cognitive	Understanding
10. Describe common potential complications that may occur during the neonatal period and nursing implications.	Cognitive	Understanding
11. Discuss the use, actions, potential side effects, and nursing interventions for common medications given to newborns.	Cognitive	Understanding
12. Describe the role of the nurse in promoting bonding of the parents with special needs newborns.	Cognitive	Understanding

### **Basic Concepts of Pediatric Nursing**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Discuss the principles of growth and development and nursing implications in caring for children of all age groups.	Cognitive	Understanding
2. Describe physical and psychosocial assessments for children of all age groups.	Cognitive	Understanding

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
3. Describe the role of play for children of all age groups.	Cognitive	Understanding
4. Describe the role of the nurse in caring for children and their families of different cultures and ethnicities.	Cognitive	Understanding
5. Identify types of families, their purpose, and implications in caring for children.	Cognitive	Remembering
6. Identify the most common safety issues for children of all age groups.	Cognitive	Remembering
7. Identify methods of communication with children of all age groups and their families.	Cognitive	Remembering
8. Describe well-child and preventive care provided for children of all age groups.	Cognitive	Understanding
9. Demonstrate techniques for safe administration of medications to children of all age groups.	Psychomotor	Guided Response
10. Discuss principles of pain management for children of all age groups.	Cognitive	Understanding
11. Discuss the child and family's response to illness and ability to cope with the stressor of hospitalization.	Cognitive	Understanding
12. Apply knowledge of physiological, psychosocial, and developmental variations when planning care for children of all ages during the pre- and postoperative phases of the surgical experience.	Cognitive	Applying

#### **Communicable Diseases - Pediatric**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Discuss common communicable diseases of childhood, signs and symptoms, and appropriate nursing interventions.	Cognitive	Understanding
2. Review the Center for Disease's (CDC)'s schedule for immunizations to protect against communicable diseases.	Cognitive	Understanding
3. Describe the nurses' role in promoting scheduled immunizations of children.	Cognitive	Understanding

#### **Pediatric Emergencies and Accident Prevention**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Identify risk factors and injuries consistent with child and sexual abuse and neglect.	Cognitive	Remembering
2. Identify appropriate persons/agencies to who suspected abuse and neglect should be reported.	Cognitive	Remembering
3. Identify health education and safety needs for children.	Cognitive	Remembering
4. Discuss the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in injuries/accidents.	Cognitive	Understanding

#### **Dehydration and Overhydration – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize alterations in the laboratory values of electrolytes, significant	Cognitive	Remembering



<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration.		
2. Compare and contrast the amount of body surface of newborns, infants, and children.	Cognitive	Analyzing
3. Discuss knowledge of pathophysiology when planning care for clients with dehydration or overhydration.	Cognitive	Understanding
4. Identify priority actions for clients with dehydration or overhydration.	Cognitive	Remembering

#### **Alterations in Oxygenation – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in oxygenation.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation.	Cognitive	Applying
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in oxygenation.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in oxygenation.	Cognitive	Remembering

#### **Alterations in Cardiac Output and Tissue - Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support	Cognitive	Understanding

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
cardiac output and tissue perfusion.		
7. Describe the role of the nurse in providing quality care to children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering

#### **Alterations in Regulation and Metabolism - Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in regulation and metabolism.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in regulation and metabolism.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in regulation and metabolism.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in regulation and metabolism.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in regulation and metabolism.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in regulation and metabolism.	Cognitive	Remembering

#### **Alterations in Cognition and Sensation – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cognition and sensation.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cognition and sensation.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in cognition and sensation.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cognition and sensation.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in cognition and sensation.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to children who	Cognitive	Understanding

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
have an alteration in cognition and sensation.		
7. Identify health care education and safety needs for children who have an alteration in cognition and sensation.	Cognitive	Remembering

#### **Alterations in Immunity – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in immunity.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in immunity.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in immunity.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in immunity.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in immunity.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to children who have an alteration in immunity.	Cognitive	Understanding
7. Identify health care education and safety needs for children who have an alteration in immunity.	Cognitive	Remembering

#### **Alterations in Integument – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in integument.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in integument.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support integument.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in integument.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in integument.	Cognitive	Remembering

#### **Alterations in Mobility – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mobility.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mobility.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in mobility.	Cognitive	Remembering
4. Discuss knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mobility.	Cognitive	Understanding
5. Recognize alterations in laboratory values related to alterations in mobility.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support mobility.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in mobility.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in mobility.	Cognitive	Remembering

#### **Alterations in Ingestion, Digestion, Absorption, and Elimination - Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering

#### **Alterations in Excretion – Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in excretion.	Cognitive	Remembering

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in excretion.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in excretion.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in excretion.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in excretion.	Cognitive	Remembering
6. Discuss the correct use and functioning of therapeutic devices that support excretion.	Cognitive	Understanding
7. Describe the role of the nurse in providing quality care to children who have an alteration in excretion.	Cognitive	Understanding
8. Identify health care education and safety needs for children who have an alteration in excretion.	Cognitive	Remembering

#### **Alterations in Mental Health - Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mental health.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mental health.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in mental health.	Cognitive	Remembering
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mental health.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in mental health.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to children who have an alteration in mental health.	Cognitive	Understanding
7. Identify health care education and safety needs for children who have an alteration in mental health.	Cognitive	Remembering

#### **Alterations in Genetic Development - Pediatrics**

<b>Unit Outcomes</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in genetic development.	Cognitive	Remembering
2. Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in genetic development.	Cognitive	Understanding
3. Identify priority actions for children who have an alteration in genetic	Cognitive	Remembering

Unit Outcomes	Learning Domain	Level of Learning
development.		
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in genetic development.	Cognitive	Applying
5. Recognize alterations in laboratory values related to alterations in genetic development.	Cognitive	Remembering
6. Describe the role of the nurse in providing quality care to children who have an alteration in genetic development.	Cognitive	Understanding
7. Identify health care education and safety needs for children who have an alteration in genetic development.	Cognitive	Remembering

### GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

### STUDENT REQUIREMENTS

Students are expected to complete all exams and daily assignments. A unit exam average of 70% or above must be obtained in order to take the final exam. An average grade of 70% for unit exams must be maintained in order to advance to and attend clinical. Students are required to have at least a 70% or higher when calculating the average of the unit exams and final exam before other components including ATI assignments, listed under grading policy, will be added for calculation of the final course average/grade. If the student fails to meet the unit exam/final exam expectations, the student will be withdrawn in accordance with the withdrawal procedure.

A final clinical average grade of at least 70% must be obtained in order to pass the course.

A final cumulative average of at least 70% must be obtained in order to progress to future nursing courses.

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions  $\times 1.66 - 100 = 88.38$ . Grade will be recorded as 88.3. This rule applies to every grade issued during this semester. All final averages will be recorded as is (for example a 69.9 is a 69.9).

**ASN Bridge Pathway Option Students:** Since Bridge Pathway students do clinical and didactic simultaneously, students not passing the theory/lecture component of a course with a unit exam average of 70 or better will not be permitted to attend clinical until a unit exam average of 70 or better (per syllabus calculation of unit exams) is achieved. Students must make-up clinical time due to unsatisfactory academic progress at the complete discretion of the clinical facility, faculty and program instructor.

There is a maximum **two** clinical day cap for not attending clinical due to unsatisfactory classroom performance. Therefore, failure to attend more than two assigned clinical days may result in failure of clinical component of the course and subsequent failure of the course(s).

**ASN Bridge Pathway Option Students:** Students must make a 100% on a calculation exam **before** giving medications at clinical. The first attempt calculation exam for the Bridge option students will be given the first day of class for semesters two and three. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. If the student is **unsuccessful on the first attempt, the student must attend the scheduled remediation with an ASN Faculty member before subsequent attempts can be taken.** There will be a week time frame in between the attempts to allow time for remediation. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. Absences on third attempt may be evaluated on an individual basis.

It is the student's responsibility to ensure all clinical requirements (immunizations, CPR (cardiopulmonary) certification, etc.) remain up to date throughout the program. The student should provide the updated information to course faculty and upload the information into the clinical management system (My Clinical Exchange). Failure to do so by deadline will result in an occurrence and may prevent the student from being accepted by the clinical facility. Failure to be accepted by the clinical facility may result in dismissal from the program as the student will not be able to complete the course without the clinical component

Textbook PowerPoints will be available via the Blackboard course. Additional instructor Power Points may be available in this course as well.

**SPECIAL NOTE:** During this class, occurrences may be issued for failure to meet classroom/lab requirements (tardiness, uncompleted/late work, and etc.).

### **COVID-19 MASK REQUIREMENT**

Regardless of vaccination status, students are highly encouraged to wear masks or face coverings while in a classroom or lab at Southeastern Technical College. Masking may be implemented in some program areas (i.e. Health Sciences and Cosmetology) where students, faculty, and clients are in close proximity and social distancing cannot be maintained. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. **Masks or face coverings must be worn over the nose and mouth,** in accordance with the Centers for Disease Control and Prevention (CDC).

Students participating in clinical learning experiences are required to follow the specific screening and PPE protocols of the clinical facility.

### **COVID-19 SIGNS AND SYMPTOMS**

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent

care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

### **COVID-19 SELF-REPORTING REQUIREMENT**

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and Stephannie Waters, Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

### **EXAMS**

If a student shows up late on an exam date or is not prepared to start the exam on time (for example: has laptop issues not related to school (network, etc.), the student may not be allowed to take the exam once the faculty has shut the door. The student will have to make up the exam, and this will be counted as his/her opportunity for a make-up exam. After each unit exam, students **must** review missed concepts and rationales allowing for remediation on the missed concepts. While testing in Blackboard, the remediation is provided in a one-time review after the unit exam submission. If for some reason, testing through Blackboard is unavailable, students will review a paper copy of their unit exam in class. After the mandatory remediation review, if a student believes he/she needs further explanation of missed concepts, an appointment should be scheduled with his/her instructor or another faculty member. In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The exam question and rationale will go before a panel of nursing faculty for decision.

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom as directed by the instructor. Students may be separated in different



classrooms, assigned different seats, and/or provided desk dividers during testing as informed by the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

### **ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES**

All ATI activities must be completed as outlined on ATI Activities calendar. **Although previous versions of the assignments may still be available in ATI (example 2.0 or 2016), students are required to complete the most current version of each assignment (example 3.0 or 2019.** Scores earned on the first attempt of each ATI module will be used to calculate the average of ATI assignments which count 5% of the course grade. For assignments that score strong, satisfactory, or needs improvement, students will receive 100 for strong, 90 for satisfactory, and 70 for needs improvement. **The ATI Module Report for each assignment will be generated at 7:00 am on the day prior to an exam.** The faculty will pull the ATI Module Report at 7:00 am. It is recommended that students take a picture of the final results of each assignment once completed. During clinicals, ATI assignments may be your ticket to clinicals. **If you do not turn the assignment in by the assigned date, you will not be allowed to attend clinical until the assignment is completed.** The clinical day missed will be an unexcused absence.

Your ATI Content Mastery Series Maternal Newborn 2019 and Nursing Care of Children 2019 will count an additional 5% of your grade. Please see the ATI Rubric for specifics. You will need to provide both handwritten focused reviews for ATI RN Maternal Newborn Online **Practice Assessment 2019 A** and ATI RN Nursing Care of Children Online **Practice Assessment 2019 A** and complete the remediation for each in order to be eligible to test. These practice assessments' **handwritten** focused reviews are due by 7:00 am on the day before the proctored exam(s). If these requirements are not completed, you will receive a zero for that portion on the grading rubric. These are to be submitted in the appropriate Blackboard course Dropbox by the deadline or you will receive a zero for that portion on the grading rubric.

Both your handwritten focused reviews for the ATI **Proctored** Maternal Newborn 2019 and Nursing Care of Children 2019 and appropriate remediation times are due by the deadline noted on the ATI Activities calendar. These are to be submitted in the appropriate Blackboard course Dropbox by the deadline or you will receive a zero for that portion on the grading rubric.

### **TICKET TO CLASS**

Assignments may be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

### **SIMULATION LAB**

This course may include a simulation lab. Simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is

to develop clinical judgment skills that are necessary to function as a professionally trained nurse. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review the student handbook regarding simulation lab regulations.

### **SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT**

As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

Each week, you will be required to submit an entry in your journal. You will be provided certain topics about the week and may include feelings about the week's experiences. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday by 7:00 am. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 10 journal entries due for Summer Semester. If no journal entries were completed, then 10 points will be deducted from your **FINAL AVERAGE**.

### **ATTENDANCE PROVISIONS**

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as

stated below in the Withdrawal Procedure. Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 the student will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 60 hours (3000 minutes). A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure.

The clinical portion of this course requires 75 clinical hours (4500 minutes) during the semester. A clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements. Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for **special circumstances** like military training or jury duty, you must email the instructor as soon as possible.

Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165  
**Swainsboro Campus:** [Daphne Scott dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

### **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make appropriate arrangements with the appropriate campus coordinator.

**Vidalia Campus:** [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165  
**Swainsboro Campus:** [Daphne Scott dscott@southeasterntech.edu](mailto:dscott@southeasterntech.edu), 478-289-2274, Building 1, Room 1210

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence

occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of “W” (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a “W” for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance or academic deficiency after the 65% point will receive either a “WP” (Withdrawn Passing) or “WF” (Withdrawn Failing) for the semester.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students’ eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of “W” will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)**

A student may only be allowed to make-up one unit exam, which will be given at the discretion of the instructor. A physician’s excuse/appropriate documentation may be required for the student to be eligible to take a make-up exam. A 10 point deduction may be issued if the student misses a unit exam and fails to provide appropriate documentation. The documentation must be submitted to the course instructor(s) within 48 hours of the missed exam. A grade of “0” will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam. Procedures of the program may be reviewed on an individual basis related to extenuating circumstances related to COVID.

### **STUDENT SUCCESS PLAN (SSP)**

Our purpose is to educate safe entry-level health care professionals. At times, this may mean there are areas that must be improved upon. The SSP documents deficiencies and provides a means for improvement. A SSP should be initiated for the following reasons:

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
  - codes of conduct outlined in professional codes of ethics, professional standards,
  - all procedures/requirements/policies outlined in program handbooks/documents,
  - STC e Catalog and Student Handbook, and/or
  - clinical facility policies and procedures.

The faculty will initiate an individual counseling session via email/Blackboard Collaborate and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

**(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan** are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

### **ACADEMIC DISHONESTY POLICY**

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Student Handbook.

### **PROCEDURE FOR ACADEMIC MISCONDUCT**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **1. First Offense**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **2. Second Offense**

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

#### **3. Third Offense**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION**

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**ACCESSIBILITY STATEMENT**

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College's website.

## ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

## TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

## GRADING POLICY

Assessment/Assignment	Percentage
Unit Exam-This percentage is calculated based on 6 unit exams in 1030B	50
Final Exam	20
ATI Activities-This is the modules/assignments assigned as Ticket to Test/Ticket to Clinical. <b>All sections of the module/assignment must be complete by the due date.</b> Failure to successfully complete all sections of all assignments by the deadline will result in a <b>zero</b> .	5
ATI Content Mastery Series- This percentage is calculated based on the ATI Content Mastery Series Maternal Newborn 2019 and Nursing Care of Children. Please see the ATI Rubric for specifics.	5
Clinical- The clinical portion of the course grade is determined based on the clinical preceptor evaluations and clinical paperwork rubric (80%). The grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors. In addition, a health-related teaching plan clinical assignment will count as part (20%) of the clinical grade. Details will be provided by the course instructors for the teaching plan.	20

**Calculation Examination** - Students must score 100% within 3 attempts in order to progress in the course and program. Students who do not meet the requirements for the Calculation Examination on the third attempt will be withdrawn according to the withdrawal procedure.

**\*Clinical requirements for assignments/paperwork will be distributed prior to clinical**

**Each student's final course grade will be determined as follows:**

Unit exam grade	x 0.50 =		_____
Final exam grade	x 0.20 =	+	_____
ATI Content Mastery Series	x 0.05 =	+	_____
ATI Activities	x 0.05 =	+	_____
Clinical	x 0.20 =	+	_____
Numerical course grade	=		_____

**GRADING SCALE**

<b>Letter Grade</b>	<b>Range</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59



**RNSG 1030B Maternal-Child Nursing  
Spring Semester 2022 Lesson Plan  
SUBJECT TO CHANGE**

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
1/11/22 Week 1  Lecturer: Hendrix	<b>First attempt Calculation Exam</b>  Chapters 1-7, 18-19	<b>First attempt Calculation Exam. If the student is unsuccessful on the first attempt, the student must attend one hour of remediation after class on the first day of class.</b>  Introduction to the Course and Review Syllabus Clinical Assignments  <b>1/12/22 is Last Day of Drop/Add for this class</b>  Clinical Sites Orientation  Lecture: Chapter 1: Trends and Issues Chapter 2: Ethics and Standards of Practice Issues Chapter 18: Well Women's Health Chapter 19: Alterations in Women's Health Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology Chapter 4: Physiological Aspects of Antepartum Care Chapter 5: Psychosocial Aspects of Antepartum Care Chapter 6: Antepartal Tests Chapter 7: High-Risk Antepartum Nursing Care	Read assigned chapters  ATI	Competency Areas: 1-6  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
1/18/22 Week 2  Lecturer: Hendrix	<b>EXAM 1</b>  <b>Second attempt Calculation Exam</b>  Chapters 8-11	<b>EXAM 1</b> (Chapters 1-7, 18-19)  <b>Second attempt Calculation Exam 8:30 am</b>  Lecture: Chapter 8: Intrapartum Assessment and Interventions Chapter 9: Fetal Heart Rate Assessment Chapter 10: High-Risk Labor and Birth Chapter 11: Intrapartum and Postpartum Care of the Cesarean Birth Families	Read assigned chapters  ATI	Competency Areas: 1-6  General Core Educational Competencies: a-c
1/25/22 Week 3  Lecturer: Hendrix	<b>EXAM 2</b>  <b>Third attempt Calculation Exam</b>  Chapters 12-17	<b>EXAM 2</b> (Chapters 8-11)  <b>Third attempt Calculation Exam am 8:30 am</b>  <b>25% Student Success Plan</b>  Lecture: Chapter 12: Postpartum Physiological Assessments and Nursing Care Chapter 13: Transition to Parenthood Chapter 14: High-Risk Postpartum Nursing Care Chapter 15: Physiological and Behavioral Responses of the Neonate Chapter 16: Discharge Planning and Teaching Chapter 17: High-Risk Neonatal Nursing Care	Read assigned chapters  ATI  <b>ATI RN Maternal Newborn Online Practice Assessment 2019 A &amp; B (due by 1/31/22 at 7:00 am)</b>	Competency Areas: 1-6  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
2/1/22 Week 4  Lecturer: Ennis	<b>EXAM 3</b>  Pediatric Chapters 1-10	<b>EXAM 3</b> (Chapters 12-17)  <b>START Pediatrics</b> Lecture: Chapter 1: Issues and Trends in Pediatric Nursing Chapter 2: Standards of Practice and Ethical Considerations Chapter 3: Family Dynamics and Communicating with Children and Families Chapter 4: Cultural, Spiritual, and Environmental Influences on the Child Chapter 5: End-of-Life Care Chapter 6: Growth and Development Chapter 7: Newborns and Infants (will cover only parts of this chapter since most info was covered in Maternal-Newborn) Chapter 8: Toddlers to Preschoolers Chapter 9: School-Age Children Chapter 10: Adolescents	Read assigned chapters  ATI  <b>ATI RN Maternal Newborn Practice Assessment 2019 A Handwritten Remediation &amp; Focused Review (due by 2/7/21 at 7:00 am)</b>	Competency Areas: 1-6  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
2/8/22 Week 5  Lecturer: Ennis	<b>EXAM 4</b>  Pediatric Chapters 11-16	<b>EXAM 4</b> (Pediatric Chapters 1-10)  <b>50% Student Success Plan</b>  <b>2/14/22 is the 65% point for this class</b>  Lecture: Chapter 11: Respiratory Disorders Chapter 12: Cardiovascular Disorders Chapter 13: Neurologic and Sensory Disorders Chapter 14: Mental Health Disorders Chapter 15: Gastrointestinal Disorders Chapter 16: Renal Disorders	Read assigned chapters  ATI  <b>ATI RN Nursing Care of Children Online Practice Assessment 2019 A &amp; B (due by 2/14/21 at 7:00 am)</b>	Competency Areas: 1-6  General Core Educational Competencies: a-c
2/15/22 Week 6  Lecturer: Ennis	<b>EXAM 5</b>  Pediatric Chapters 17-22	<b>EXAM 5</b> (Pediatric Chapters 11-16)  Lecture: Chapter 17: Endocrine Disorders Chapter 18: Reproductive and Genetic Disorders Chapter 19: Hematologic, Immunologic, and Neoplastic Disorders Chapter 20: Musculoskeletal Disorders Chapter 21: Dermatologic Disorders Chapter 22: Communicable Disorders	Read assigned chapters  ATI  <b>ATI RN Nursing Care of Children Practice A Handwritten Remediation &amp; Focused Review (due by 2/21/21 at 7:00 am)</b>	Competency Areas: 1-6  General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments	Competency Area
2/22/22 Week 7  Lecturer: Ennis	<b>EXAM 6</b>	<b>EXAM 6</b> (Pediatric Chapters 17-22)  <b>PROCTORED ATI RN Maternal Newborn and Nursing Care of Children Exams in class</b>  <b>Teaching Presentations</b>  <b>Make-up EXAM Day</b>	<b>ATI:</b>  <b>Proctored ATI RN Maternal Newborn and Nursing Care of Children Handwritten Remediation &amp; Focused Reviews (due by 2/28/22 at 7:00 am)</b>	Competency Areas: 1-6  General Core Educational Competencies: a-c
3/1/22 Week 8	<b>FINAL</b>	<b>COMPREHENSIVE FINAL EXAM</b>		Competency Areas: 1-6  General Core Educational Competencies: a-c
<b>1/12/22-2/24/22</b>	<b>Clinical</b>	Clinical Practice-Based Learning Activities and Interactions  <b>Any make-up clinical time will be scheduled after 2/24 and must be completed before progressing to RNSG 2000B/RNSG 2005B. Make-up clinical time will be scheduled at the instructor's discretion.</b>	See clinical documentation requirements	Competency Areas: 1-  General Core Educational Competencies: a-c

**SUBJECT TO CHANGE**

**RNSG 1030B ATI ACTIVITIES CALENDAR**

**All activities due at 7:00 am on the day indicated unless otherwise noted**

Date Due	Activity Title
1/18/22 This is due Tuesday by 7:00 am due to holiday.	Real Life Maternal-Newborn 3.0: Gestational Diabetes  Real Life Maternal-Newborn 3.0: Pre-eclampsia  Real Life Maternal-Newborn 3.0: Preterm Labor  Video Case Studies RN 2.0: Fundal Assessment  Video Case Studies RN 2.0: Complications of Pregnancy
1/24/22	Skills Module 3.0: Maternal-Newborn  Video Case Studies RN 2.0: Apgar Scoring
1/31/22	Real Life Maternal-Newborn 3.0: Postpartum Hemorrhage  Real Life Maternal-Newborn 3.0: Teaching Prenatal and Newborn Care  Video Case Studies RN 2.0: Breastfeeding  <b>ATI RN Maternal Newborn Online Practice Assessments 2019 A &amp; B due by 7:00 am TODAY</b>
2/7/22	Real Life Nursing Care of Children 3.0: Well Child  Skills Module 3.0: Comprehensive Physical Assessment of a Child  Video Case Studies RN 2.0: Growth and Development  <b>ATI RN Maternal Newborn Practice Assessment 2019 A (See attached rubric) Handwritten Remediation &amp; Focused Review due by 7:00 am TODAY</b>
2/14/22	Real Life Nursing Care of Children 3.0: Cystic Fibrosis Inpatient Care  Real Life Nursing Care of Children 3.0: Cystic Fibrosis Community Care  Real Life Nursing Care of Children 3.0: Gastroenteritis and Dehydration  The Communicator 2.0 Technique Identifier: Client Living With Asthma  Video Case Studies RN 2.0: Pediatric Asthma  Video Case Studies RN 2.0: Pediatric Dehydration  <b>ATI RN Nursing Care of Children Online Practice Assessment 2019 A &amp; B due by 7:00 am TODAY</b>
2/21/22	Real Life Nursing Care of Children 3.0: Type I Diabetes  Video Case Studies RN 2.0: Type 1 Diabetes Mellitus

Date Due	Activity Title
	<p><b>ATI RN Nursing Care of Children Practice A Handwritten Remediation &amp; Focused Review is due by 7:00 am TODAY</b></p> <p><b>PROCTORED ATI RN Maternal Newborn and Nursing Care of Children Exams in class 2/22</b></p>
2/28/22	<p><b>Proctored ATI RN Maternal Newborn and Nursing Care of Children Handwritten Remediation &amp; Focused Reviews are due by 7:00 am TODAY</b></p> <p>Learning Systems RN 3.0 Standard Quizzes: Maternal Newborn 1</p> <p>Learning Systems RN 3.0: Standard Quizzes Maternal Newborn 2</p> <p>Learning Systems RN 3.0 Standard Quizzes: Nursing Care of Children 1</p> <p>Learning Systems RN 3.0 Standard Quizzes: Nursing Care of Children 2</p> <p>Learning Systems RN 3.0 Standard Quizzes: Maternal Newborn Final</p> <p>Learning Systems RN 3.0 Standard Quizzes: Nursing Care of Children Final</p>

**RUBRIC: RNSG 1030 ATI PRACTICE ASSESSMENT: RN MATERNAL-NEWBORN ONLINE PRACTICE 2019 A**

Remediation:

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete the specific active learning template for each topic missed. Must be handwritten and all sections completed. (If you score 75 or greater, you will not have to take a post study quiz.)

**Total Points: \_\_\_\_\_/50**

Completion of the Practice Assessment A is worth a total score of 50

- Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
- Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.

**RN MATERNAL-NEWBORN ONLINE 2019 PROCTOR ASSESSMENT-ALL SECTIONS OF LEARNING TEMPLATES MUST BE COMPLETE**

<b>Level 3 (4 points)</b> +	<b>Level 2 (3 points)</b> +	<b>Level 1 (2 points)</b> +	<b>Below Level 1 (0 points)</b> +
<b>1 hour Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>2 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>3 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>	<b>4 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b>

**Total Points: \_\_\_\_\_/50**

Completion of the Proctored Assessment is worth a total score of 50

- 6 Points = a total score of 50
- 5 Points = a total score of 41.6
- 4 Points = a total score of 33.3
- 3 Points = a total score of 25
- 2 Points = a total score of 16.7

**Practice Assessment Score + Proctored Assessment Score= \_\_\_\_\_/100**



**RUBRIC: RNSG 1030 ATI PRACTICE ASSESSMENT: RN NURSING CARE OF CHILDREN ONLINE PRACTICE 2019 A**

Remediation:

- Minimum 1-hour Focused Review on initial attempt
- Take Post Study Quiz and complete the specific active learning template for each topic missed. Must be handwritten and all sections completed. (If you score 75 or greater, you will not have to take a post study quiz.)

**Total Points: \_\_\_\_\_/50**

Completion of the Practice Assessment A is worth a total score of 50

- Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
- Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.

**RN NURSING CARE OF CHILDREN ONLINE 2019 PROCTOR ASSESSMENT ALL-SECTIONS OF LEARNING TEMPLATES MUST BE COMPLETE**

<p><b>Level 3 (4 points)</b> +</p> <p><b>1 hour Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b></p>	<p><b>Level 2 (3 points)</b> +</p> <p><b>2 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b></p>	<p><b>Level 1 (2 points)</b> +</p> <p><b>3 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b></p>	<p><b>Below Level 1 (0 points)</b> +</p> <p><b>4 hours Focused Review</b> For each topic missed, complete a handwritten active learning template as part of the required remediation process. <b>2 points</b></p>
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**Total Points: \_\_\_\_\_/50**

Completion of the Proctored Assessment is worth a total score of 50

- 6 Points = a total score of 50
- 5 Points = a total score of 41.6
- 4 Points = a total score of 33.3
- 3 Points = a total score of 25
- 2 Points = a total score of 16.7

**Practice Assessment Score + Proctored Assessment Score= \_\_\_\_\_/100**

## ONLINE/VIRTUAL SYLLABUS ADDITIONS (if needed due to COVID numbers)

### RESPONDUS ONLINE TESTING GUIDELINES:

Due to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test.

The following are faculty expectations of the student during the online/offsite testing process.

1. The student will download Respondus to their devices from the STC website.
2. The student will log in at least 15 minutes before the exam is scheduled to begin.
3. The student will secure an area with reliable internet service prior to beginning the exam. It is the student's responsibility to secure a location with reliable internet connection before beginning the examination.

Specific Requirements listed below:

- Windows: 10, 8, 7. Windows 10S is not a compatible operating system.
- Mac: OS X 10.12 to macOS 10.15.
- Web camera (internal or external) & microphone
- A broadband internet connection

4. Mobile Hotspots are not to be used since as they are not considered a reliable internet source.

NOTE: Chromebooks do not support the use of Respondus calculators; therefore, they should not be used for testing purposes.

5. The student will perform all required Respondus checks prior to being allowed to test. (examples- Webcam Check and Facial Recognition Check) Faculty are not responsible for student technology issues. It is the student's responsibility to maintain their equipment in working order.

6. The student will have in place a monitoring camera as Respondus Monitor will be used to ensure test integrity. The student will take a complete, 360 degree scan of the testing environment, showing floor, desk and walls. In addition, the student will use a hand held mirror held up to the camera to show that their screen and keyboard is clear of any unnecessary items. The student will need to show the front and back of the mirror. Once the student sits down to start the testing process, he/she is not allowed to get up and leave the camera's view. No one should be present in the room while the student is testing.

7. During the exam, students will be both audio and visually recorded.

8. The student exams will be timed, just like in the face-to-face setting.

9. The student will not use any books, notes or third party supplies during the test. The desk/table will be cleared of additional items. There will be no paper or writing materials allowed. EXCEPTION: On certain tests, your instructor will notify you when a paper (regular or legal) sized white board with one marker and one eraser is allowed. This white board can only be one-sided. During the environmental scan, students will need to have the whiteboard, marker, and eraser present on their desk/table. They will be required to take the whiteboard and show on the environmental scan that both sides of the whiteboard are free of any writings. During testing, when questions require the use of the whiteboard, students will be required to show their work on the whiteboard for the specific question and show that it is erased after the question prior moving on to the next question. At the end of the exam before submitting the last question, the student will be required to show the front and back of the whiteboard.

10. The student has reviewed the Dishonesty Policy and Procedure for Academic Dishonesty as noted on the course syllabus.

11. The student will not be allowed to use smart watches, cell phones, tablets, calculators, ear phones or other electronic devices during the exam.

12. The student will not wear a hat or any items that obscures the face or eyes while testing.

13. The student will keep the face in clear view of the camera while testing.
14. The student will have all background noise silenced while testing.
15. The student will have no other operating functions open on the computer during testing. (ie: Word, Excel, PowerPoint)
16. The student will be prohibited from taking screen shots or recording of the exam in anyway.
17. The student is prohibited from reading questions or any test material out loud during the test.
18. Question rationales will not be available at this time for test security. Instructors will be available at a later time for missed content review. Students are encouraged to set up individualized meetings with their faculty to discuss specific content areas which were missed.
19. After the exam, the final grade will not be issued or posted to the Blackboard gradebook until the validity of the test is reviewed and approved by the instructor(s). Be aware that the downloads may take 24-72 hours. This includes reviewing the Respondus Monitor report and the video recording of the testing session. At any time the validity is questionable, the student may be required to take a different version of the examination.
20. If a student believes a test question needs to be challenged, the student must email their instructor the evidence-based rationale for consideration. This request must be received via email within 24 hours of the examination.

Due to the campus closure in response to the COVID 19 pandemic the Department of Nursing is making an exception in offering online/offsite testing for Practical Nursing and Associate of Science in Nursing Programs. The programs will use Respondus Monitor through Blackboard to administer and proctor the examinations. If a student violates any of these guidelines, his/her test score/attempt will not be counted and the student may be required to take a makeup/additional test.

## Instructor/Preceptor Evaluation Tool RNSG 1030B

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Clinical Site & Unit \_\_\_\_\_

**4** - Student **exceeds all** expectations for a **second semester** nursing student. Demonstrates **comprehensive** understanding of concepts and applies them to client care, is safe, and shows initiative.

**3** - Student **meets all** expectations for a **second semester** nursing student. Demonstrates **above average** understanding of concepts and applies them to client care, is safe, and shows initiative.

**2** - Student **meets most** expectations for a **second semester** nursing student. Requires minimum guidance when applying concepts to client care, is safe, and shows initiative. Demonstrates **average** fundamental level of understanding concepts.

**1** - Student **meets minimum** expectations for a **second semester** nursing student. Requires frequent guidance when applying concepts to client care. Demonstrates **minimum** fundamental understanding of concepts and applies them to client care, is safe, and shows initiative.

**0** - Student **does not meet** expectations for a **second semester** nursing student. Requires consistent guidance when applying concepts to client care when applying concepts to client care, is not safe, and lacks initiative.

**NO** - Not observed/No opportunity

**\*\*\*If a score of 0, 1 or 4 is given, please provide comments.**

Clinical Performance Outcome-The Student:	Faculty/Preceptor Score
Performed a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
Utilized the nursing process to guide the delivery of client care to achieve optimal outcomes.	
Provided culturally sensitive care to clients and families from diverse backgrounds.	
Utilized verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
Participated as a member of the healthcare team.	
Used legal tenets to guide nursing practice. (i.e. Student abided by HIPAA)	
Displayed professional accountability and responsibility. (i.e. Student was dressed in appropriate clinical attire, was on time, prepared, and acted in a professional manner toward clients and other healthcare team members).	
Provided a health-related teaching plan developed to address an identified education need for clients.	Done in post-conference
Utilized communication techniques that support sharing client-related information with members of the healthcare team	

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_